REPORT RESUMES

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REPORT ON ACTIVITIES, 1964-1966.
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A REPORT ISSUED BY THE ISRAELI NATIONAL INSTITUTE FOR RESEARCH IN THE BEHAVIORAL SCIENCES INDICATES THAT MANY OF THEIR CURRENT PROJECTS ARE INVESTIGATING CULTURALLY DEPRIVED ISRAELI CHILDREN. TOPICS INCLUDE THE GROWTH AND DEVELOPMENT, LEARNING PSYCHOLOGY, AND FAMILY AND KINDERGARTEN BACKGROUNDS OF THESE CHILDREN AS WELL AS THE PREPARATION OF SPECIAL PROGRAMED LEARNING MATERIALS, THE EFFECT OF THE DEVELOPMENT OF REGIONAL ENRICHMENT CENTERS, AND THE STRUCTURING OF SPECIFIC INSTRUCTIONAL MATERIALS IN ARITHMETIC AND GEOGRAPHY FOR DISADVANTAGED CHILDREN. SELECTION OF GIFTED CHILDREN FROM DEPRIVED GROUPS, A STUDY OF THEIR ATTITUDES AND VALUES, EVALUATION AND FOLLOW-UP STUDIES OF THESE STUDENTS AS THEY PROGRESS THROUGH SCHOOL ARE ALSO AREAS OF INTEREST. OTHER EVALUATIVE RESEARCH EFFORTS EXAMINE THE EFFECTS OF AN EXTENDED SCHOOL DAY, ABILITY GROUPING, USE OF ACHIEVEMENT TESTS AND ASSESSMENT INSTRUMENTS, INDEXES FOR SELECTION OF PROGRAMS IN SECONDARY EDUCATION, VOCATIONAL TRAINING, AND RELIGIOUS STANDARDS OF GIRLS. INFORMAL EDUCATION STUDIES ARE INVESTIGATING ASPECTS OF THE ISRAELI YOUTH CORPS PROGRAM, URBAN YOUTH CULTURE, DROPOUTS, CRIMINAL BEHAVIOR IN CHILDREN, JUVENILE DELINQUENCY PREDICTION, AND MENTAL RETARDATION. HALF OF THE DOCUMENT IS A LIST OF PUBLICATIONS ISSUED BY THE INSTITUTE WITH A SUBJECT INDEX AND A VOLUME INDEX OF "MEGAMOT," THE ISRAELI JOURNAL OF EDUCATION, PSYCHOLOGY, AND SOCIOLOGY. (MS)

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THEN

SHALT THOU ENQUIRE,

AND MAKE SEARCH,

AND ASK DILIGENTLY;

DEUTERONOMY 13:15

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ERRATA

Page 11, paragraph four, number three:
activities instead of actiivties

Page 64, line 31:
1956 instead of 1965

Page 82, line 27:
S.N. Eisenstadt instead of S.M. Eisenstadt

Page 85, line 29:
D. Feitelson-Shor instead of D. Feitelsons-Shur

Page 87, line 14:
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H. Fagin instead of H. Fagn

Page 93, line 26:
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Page 99, line 35:
D.J. Klaus instead of D.J. Klans

Page 103, add:
Chanan Rapaport, Editor

U. S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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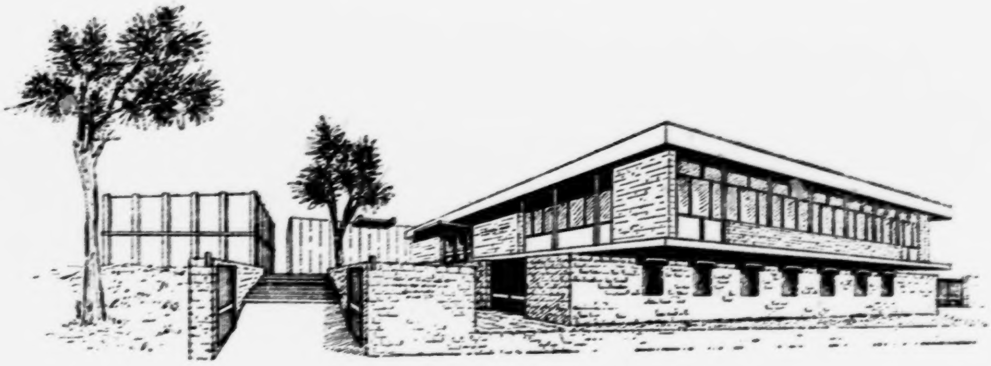
THIS PROGRESS REPORT IS DEDICATED TO THE MEMORY OF

MENACHEM (MAX) BRESSLER

Whose foresight and generosity made possible the establishment of the Ruth Bressler Center for Research in Education. The first building of the Henrietta Szold Institute, National Institute for Research in the Behavioral Sciences—located in the Center—was completed shortly before his death in February, 1966. Two additional buildings are planned.



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ABOUT THE SZOLD INSTITUTE

Henrietta Szold founded the Child and Youth Welfare Organization in 1941, during the time of the British Mandate. The purpose of this organization was to coordinate the activities of public and voluntary child and youth welfare services. It was then affiliated with the Social Welfare Department of the General Council (Vaad Leumi) of the Jewish Community in Palestine. The organization stimulated new activities in the treatment of children, sought the enactment of progressive legislation, and organized research work related to the various aspects of child welfare.

In 1945, the Child and Youth Welfare Organization was renamed the Henrietta Szold Foundation for Child and Youth Welfare, to honor her memory. Upon the establishment of the State of Israel in 1948, the Foundation became autonomous to be governed by a Board of Directors consisting of representatives of: the Government, through members from the Ministries of Education and Culture, Health, and Social Welfare; The Women's Zionist Organization of America (Hadassah); the Jewish Agency of Israel through its Youth Immigration Department (Aliyat Hanoar); and various public organizations.

In February 1961, upon the centennial of the birth of Henrietta Szold, the Government of the State of Israel, together with Hadassah and the Jewish Agency, undertook to contribute to the Institute's operational budget. At present, the Henrietta Szold Institute is formally recognized as the National Institute for Research in the Behavioral Sciences.

Today, the major activities of the Institute are as follows:

1. Planning and carrying out research projects, surveys, studies and experiments in the field of human behavior with special emphasis on children and youth;
2. Advising and counseling government ministries and agencies;
3. Stimulating new actiivties in the fields of mental health, community development, social welfare and education.

4. Publishing in **Megamot**, our scientific journal, book reviews, research reports, studies carried out in Israel and abroad, descriptive and informative material, and theoretical papers in the behavioral sciences.

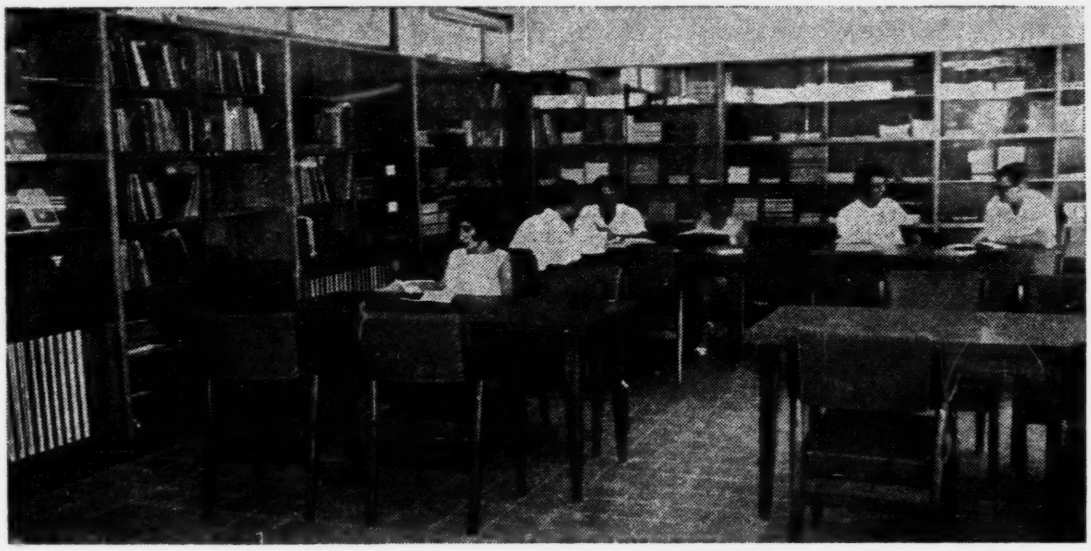
5. Publishing several series of booklets containing information and instructional material concerning all problems connected with education, health and social welfare.

It was decided that the most desirable way to achieve the Institute's goal of service to society was to implement an interdisciplinary approach that would bring to bear the knowledge and experience of researchers in the various fields of the behavioral sciences. The staff of the Institute already includes representatives in the following fields:

Educational Psychology
Psychometrics
Educational Administration
Clinical Psychology
Economics
Social Psychology
Demography
Criminology
Developmental Psychology
Sociology
Cultural Anthropology
Public Health

as well as experts in the preparation of teaching aids and programmed learning materials.

All the scientific activities of the Institute are financed through separate contracts with the agencies sponsoring the projects. In recent years staff members have conducted projects commissioned by Government Ministries, foundations from Israel and abroad, and the United States Government.



CURRENT PROJECTS AND RECENTLY COMPLETED STUDIES

The present report covers the activities of the Szold Institute from June 1964 to December 1966. Previously completed studies are presented in earlier reports.

Studies Concerned with the Fostering of Intellectual Development of Culturally Disadvantaged Children

In most modern or developing countries where the extent and pace of technological and social change are great, the importance of a school system which effectively educates children to perform highly technical and skilled jobs, cannot be underestimated. Also, it is in such societies that the school operates as an institution for social mobility for those who meet its expectations. In recent years educators have questioned, and emphasized the need to re-examine, the goals of education since in existing educational systems of elementary and secondary schools many of the entering students do not successfully complete their studies. In addition, of those who do complete their education, many are not adequately prepared to meet the challenge of a rapidly changing society. This problem has taken increasing priority in those institutions where educational and pedagogical research is conducted.

It has become increasingly apparent that the largest proportion of those who fail to achieve in school are from the lower social and economic classes. A discouragingly high percentage of children of average or above average intellectual ability fail school subjects, repeat grades and eventually leave school early. At best, they complete only the first eight grades of compulsory education and do not aspire to further educational attainments. In our country, most of these children are first-generation Israelis born into families which came to Israel during the years of mass immigration following the War of Independence. These children, like those of the lower social and economic classes in other societies, are deprived of the beneficial intellectual stimulation in the home during the pre-school years which is deemed necessary for success in school. The gap in intellectual development between these children and those of middle class families tends to increase as the children advance from grade to grade. Apparently the existing program is appropriate only for those children who come to it with adequate intellectual and social skills and with an appropriate attitude toward learning. "Culturally disadvantaged" children begin school with a handicap which becomes progressively more severe as they fail to acquire the skill subjects of reading and arithmetic. Further, they fail to develop the abstract thinking ability required to cope with subject matter encountered in the later years of primary school education.

The Szold Institute has devoted more than a decade of research to investigate reasons for this pattern of failure and to develop more effective ways of educating these children. Below are descriptions of the studies in this group of projects:

1. Growth and Development of Children from Various Social Strata and Ethnic Groups.

This is a longitudinal study which is being conducted by the Szold Institute, The Ministries of Health and Welfare , and the Hadassah Hebrew University School of Medicine. Those responsible for the research are Dr. Sara Smilansky of this Institute, Dr. S. Taustein af the Ministry of Health, and Dr. Z. Shamir of the School of Medicine. Eva Frankel and Nitza Levy-Elan of the Szold Institute are assistants to the project. The United States Office of Health, Education and Welfare (Children's Bureau) is financing this study.

The objectives of this study are:

a) to study the emotional, physical, social and intellectual aspects of the processes of growth and development of Israeli children of various social classes and ethnic groups in different types of surroundings;

b) to investigate in the above groups the formation, extent, nature and time of appearance of the intellectual lag;

c) to relate the different aspects of the growth processes and child-rearing patterns to the social and cultural background;
d) to find the relationship of physical growth and development to intellectual growth and development.

The children included in the sample will be followed from birth to the age of five. The sample of families has been selected and, at the time of this report, most of the children in the sample are one year of age. The sample includes 500 families, half of which are of Oriental origin; the other half are of European origin. Within each of these groups are families of high, middle and low socio-economic status. Data are being collected by means of (a) interviews with the mother from the time of pregnancy; (b) regularly scheduled medical and psychological examinations; and (c) observations of the child and his family, to determine his intellectual, emotional and social development.

2. The Relative Importance of Different Frameworks (Family and Kindergarten) in Promoting Cognitive Abilities, Imparting Basic Information and Modifying Attitudes (in Infants and Young Children from Culturally Disadvantaged Strata) which are Essential for Success in Elementary Studies.

This study, carried out by the Institute in cooperation with the Ministry of Education and Culture, was designed by Dr. Sara Smilansky. Prof. R. L. Mooney of the Bureau of Educational Research and Service at Ohio State University, is consultant to the project. Assistants to the project are Eva Frankel and Leah Shaphatiah.

At the recommendation of the Israel Advisory Committee on Educational Research, the first stage of the project was devoted to:

a) conducting pilot projects on the main problems with which the longitudinal study is concerned, in order to test the methodological tools and to gain a clearer and more definite theoretical orientation;

b) consulting with a committee of experts appointed by the U.S. Office of Education in Washington.

The initial pilot study was an experiment to develop socio-dramatic play in pre-school (three-six years old) children from underprivileged families. This was done to evaluate its influence on cognitive abilities, basic information and attitudes. The objective was to improve success in schools, and the above factors were considered to be essential.

An observation upon which this study was based is that children from underprivileged homes do not sustain a line of thought, activity or feeling, but tend to shift rapidly from thought to thought, activity to activity, feeling to feeling. This behavior is assumed to reflect the discontinuity or separateness of their concepts and the absence of a dynamic process of molding concepts into new forms. It was concluded from the observations of child-rearing practices in the homes of children from different socio-cultural backgrounds, that this characteristic of underprivileged children is the result of direct environmental influence. From a very early age culturally advantaged children are taught by adults in their immediate environment how to collect scattered facts and to weave them together into new concepts; disadvantaged children do not receive such training. Therefore, for these children, it is not enough simply to in-

crease the kind and amount of stimulation; some way must be found to help the children integrate experiences, facts and concepts, and to utilize them in the formation of higher-level and more meaningful concepts. It was hypothesized that one way to help pre-school children integrate the scattered elements they learn into meaningful, whole concepts is the method used in this study, i.e., through the encouragement of socio-dramatic play.

Socio-dramatic play is defined as a form of social play activity, resembling that in which pre-school children generally participate; in such an activity there are at least two participants, both of which undertake roles and spontaneously act out a theme. The play is not organized by by an adult although one may be present. The game is played partly or wholly as "Make-believe". Toys and other play objects are used flexibly and freely and sometimes symbolically as a means to interpret the theme; the players verbalize as they act. The game is sustained over a sufficient period of time to enable the players to become involved in their interaction, thus realizing the theme.

For the purpose of the experiment five groups of pre-school children were chosen, three of which were experimental and the other two were control groups. In each experimental group kindergarten teachers trained prior to the experiment used a prescribed form of adult intervention designed to aid in the development of socio-dramatic play. This was done for an hour and a half each day, five days a week, for a total of nine weeks. In the control groups there was no change in the ordinary routine or program of the kindergarten.

Of the types of adult intervention used, the method which effected the most positive change in the criteria was the one in which the kindergarten teachers and experimenters provided the children with rich and meaningful impressions together with direct guidance and example in playing habits and techniques. As a result of this intervention, there was an increase in participation in sociodramatic play, in speech output, and an improvement in language content and structure. The level of play was raised and the children were able to identify with the role and behave accordingly for an extended period of time.*

Another pilot project was an experiment designed to examine certain learning conditions given to manipulation by adults (kindergarten teachers, experimenters, and/or parents) which, according to our assumptions, have greatly influenced the learning process of pre-school culturally disadvantaged children. The following pedagogical methods were used to help disadvantaged children learn more effectively: (1) active guidance on the part of the kindergarten teacher in discovering the underlying principles of the task; (2) guidance in the performance of the task with the aid of a clear frame of reference; (3) teaching verbal control of the task performance; and (4) assigning specific achievement goals in line with the child's ability. The effectiveness of each of these oprations was evaluated according to its relative effect on the children's progress in the performance of two tasks: a "letter and word" matching task and a "picture" matching task. Improvement in achievement on the above two tasks was observed and significant results were found for methods one, two and three; there was no improvement when method four was used.*

The Cooperative Research Branch of the U.S. Department of Health, Education and Welfare Office of Education has made available funds for a five year longitudinal study which is an extension of the pilot projects. The main objective of this study is to develop promotive activities such as those mentioned in the pilot studies, that will ensure: maximum cognitive development, maximum enrichment of the store of information, and the kind of emotional and social attitudes which lead to scholastic success. This will be achieved through:

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* A detailed report of this project is presented in a text-book by Dr. Sara Smilansky which will be published by John Wiley and Sons, New York.

* A report was published in article form in The Journal of School Psychology, Spring 1966. Vol. IV, No. 31, pp. 68-81.

a) the examination of the role of the kindergarten and home in promoting intellectual development; of the combinations of activities leading to maximization of that development; and the relative contributions of the promotive activities within their respective frameworks — home and kindergarten;

b) the identfication of the learning experiences and promotive activities and the determination of the critical age beyond which the effectiveness of compensentory intellectual stimulation is lessened or non-existant.

The different tools and promotive activies will be evaluated as to their efficiency in achieving the above mentioned objective and their contribution to scholastic success in elementary school.

3. Follow-up Studies of Children Now in the First and Second Grade Who Participated in the Experimental Kindergarten Programs.

The purpose of the follow-up is to determine if there was an ongoing significant improvement in intelligence quotient as a result of the pre-school training and a continuous significant positive change in the kind and amount of basic information of the children and their attitudes toward learning. The children who participated in the pre-school enrichment program subsequently attended different neighborhood schools. At the end of the first and second grades, each child was tested with the Stanford-Binet and with tests of achievement in mechanical reading ability, reading comprehension, vocabulary, and arithmetic. A test of social-emotional adjustment was also administered.

The experimental groups of children were compared to the following groups: (1) children who had not participated in the pre-school program (including culturally disadvantaged groups); (2) children who attended the same elementary school classes as those who had participated

in the enrichment programs; (3) children of European families of lower socio-economic status who had not participated in pre-school enrichment programs. The results of this study are currently being analyzed.

Dr. Sara Smilansky is the principal investigator, and she was assisted by Shulamit Bar-Hillel and Sara Rinott.

4. Experiments in the Teaching and Learning of Arithmetic in the Fourth and Fifth Grades Attended by Underprivileged Children.

This project, designed and conducted by Joseph Rapaport of the Institute, was financed by the Ministry of Education and Culture. The aim of the experiment was to adapt teaching methods in arithmetic to the actual needs and abilities of underprivileged pupils, while at the same time attempting to develop their innate abilities and skills through the learning process. The project was conducted in the following areas:

a) the preparation of a battery of learning and teaching materials —textbooks, teacher's handbooks, a battery of diagnostic tests, remedial teaching aids, and auxiliary reading materials;

b) the study of learning problems specific to disadvantaged children through observations made in classes; analysis of the results of the diagnostic tests; and interviews with the teachers, school inspectors and experts in education.

Shulamit Bialik, Shoshana Ornan and Yael Levine helped to prepare the materials. At the time of this report the series of special materials are nearly completed.

The effectiveness of the proposed methods and the suitability of the teaching materials will be evaluated at a later stage.

5. Preparation of Instructional Materials.

The Szold Institute has prepared (under the supervision of Dr. Sara

Smilansky), a series of textbooks, workbooks, and teacher's guides for use with culturally disadvantaged children in the first and second grades of elementary school. Tehila Kriger, Zila Ron and Nehama Yehuda helped to write the materials. The purpose of these materials was to help the children attain the content and skill which they are expected to learn, but which under usual classroom conditions culturally disadvantaged children fail to grasp. Specifically these materials were designed to help fill in the gaps in learning found in some of the earlier studies. As compared to children of advantaged families, disadvantaged children were found to be deficient in certain cognitive abilities and lacking a positive attitude toward learning. The textbooks and workbooks were designed to compensate for these difficulties by taking into consideration the children's level of readiness upon entering school.

These experimental materials were distributed to classes of cultural disadvantaged children. Standard classroom materials were used in matched control classes. Results of the comparison in achievement made between these two groups of children showed that at the end of the first and second grades the achievement of the experimental group was significantly greater than that of the control group.

As a result of the experiment, the materials which were developed for the first and second grades are now being used in classes throughout the country attended by culturally disadvantaged children. Materials of a similar nature are being prepared for the third grade. In this portion of the study several other kinds of books will also be used to determine their relative effectiveness.

6. Geography Teaching in the Fourth and Fifth Grades.

The aim of this experiment, requested and financed by the Ministry of Education and Culture was to adapt the methods and teaching of geography to the needs of pupils from underprivileged groups. The elements of the approach were as follows:

a) The teacher concentrates on a thorough study of the district in which the school is located, including, among others, the phyhical, ecological and economic aspects of the area.

b) The pupils are guided in observing their surroundings during field-trips, in using various measuring instruments, in gathering data and making collections, and in working with their hands.

c) Various institutions active in the district participate in the teaching process.

d) Special equipment is prepared for the classes; workbooks on six topics have been published.

A teacher's handbook was prepared, and additional guidance was provided by means of conferences with the researchers. The project was under the guidance of Moshe Halfan, of the Ministry of Education and Culture. Michael Chen, assisted by Moshe Hershko, Rifka Leavne, Zahava Malkiel, Esther Orenstein, and Shalom Zirlin, participated in the project. It was completed at the end of the academic year 1965–1966. As a result, five booklets have been published and are being used as standard texts in the schools.

7. The Preparation and Adaptation of Programed Learning Materials for Different Groups in the Israeli School System.

This project, begun in 1963, was conducted by the Institute and financed by the U.S. Office of Education. Dr. Paul Jacobs, visiting researcher from the Educational Testing Service at Princeton, New Jersey, was project director during the first stage.

At the outset of the project, instructional programs for arithmetic were translated from English to Heb-

rew for use with culturally disadvantaged children. However, it was soon clear that the translated material was not suitable even for reviewing the material studied in the previous year. Shalom Zirlin and Yehoshua Fleidell prepared programmed materials especially for culturally disadvantaged children. Simultaneouslly, programmed materials for teaching arithmetic and first year algebra were prepared and tested in the schools.

A year's program for teaching English as a foreign language to beginners was developed by Pnina Lamdan. Special consideration was given to problems peculiar to Hebrew-speaking students—where the language is totally unrelated to English —and to problematic learning characteristics of culturally disadvantaged children. The program, tested in the field and modified proved to be quite an effective tool.

During the school year 1965–1966 these programs, under the supervision of S. Zirlin, as well as the English material were used again in selected classes of culturally disadvantaged children and were modified as indicated.

Another aspect of this year's work with programmed materials was to determine the most efficient and effective means of application, i.e., to identify the classroom conditions under which these materials are most effiectively used.

In addition to the programmed materials, a teacher's guide was prepared. The teacher's use of the programmed materials in the classroom was under the supervision of the project staff. The future stages of adapting programmed materials to the various populations in the Israeli school system will be based on the results of this year's work.

Prof. Nathan Lazar of Ohio State University was asked, by the Institute, to conduct a special summer workshop to give training in the preparation of programmed learning materials. The participants, who consisted of members of the Israeli Armed Forces, government ministries and university faculty, wrote programs for teaching the natural sciences to the culturally disadvantaged, under Prof. Lazar's supervision.

8. Selected Problems in the Psychology of Learning of Culturally Disadvantaged Children whose Parents have had no Schooling beyond Primary School.

In this project, selected problems connected with the ways of learning of arithmetic, based on the findings of the previous experiments in the teaching and learning of arithmetic, will be investigated. More specifically, the problems to be studied are:

a) Do culturally disadvantaged children have greater difficulty in creating patterns of thinking and patterns of action (e.g., habits of calculation)? Is this difficulty restricted to specific content and operations or does it exist in all areas of study and/or activity?

b) Is there a tendency toward greater rigidity of pattern and habits in learning and thinking? If so, what are the causes of this rigidity?

c) How can mobility in thought processes be increased? Does the act of verbalizing thought processes promote greater flexibility in thinking? Does the teaching of patterns and habits of verbalizing generalizations and terminology contribute toward more flexibility in patterns of thinking?

d) Should a newly learned pattern of thinking be stabilized before other patterns are introduced?

e) Do culturally disadvantaged children tend to forget more readily than other children? If so, which areas of content are most affected, what are the reasons for this tendency, and what is the relationship of motivation, reinforcement and attention, to the rapidity of the process of forgetting?

f) What are the characteristics of logical memory? Do culturally disadvantaged children have special difficulties in this area?

g) What are the characteristics of spontaneous concepts of culturally deprived children? Do they differ from spontaneous concepts of children whose parents are educated? Is the transition from spontaneous to scientific concepts different in culturally deprived children as compared with children whose parents are educated? Does the colloquial language of culturally disadvantaged children differ from that of other children?

The project is being directed by Joseph Rapaport, with Shoshana Kaniel as the assistant, is financed by the U.S. Office of Education, and will extend over a period of three and a half years. At present the above-mentioned problems are being classified and defined in terms of psychological operations; research tools are being prepared, and methodology is being developed for the experimental portion of the study.

9. Regional Enrichment Centers for Disadvantaged Children in the Upper Grades of Elementary School.

This experiment was conducted by Prof. H. Smilansky of the Institute, who was assisted by Blanca Burg and Tehila Krieger. The study was supported jointly by the Ministry of Education and Culture and the Ford Foundation. Enrichment centers were established in Jerusalem and Tel-Aviv where a wide range of courses was held after school hours for the more promising children in "disadvantaged" schools. It was assumed that the children would be helped to develop their potentialities and be better prepared to enter secondary schools if they were provided with appropriate extra-curricular educational activities.

In order to identify the potentially able pupils a battery of achievement tests was administered to sixth grade pupils in the two cities. The schools from which the students were drawn were schools officially designated as "needing special care". The results of the achievement tests, together with teacher's evaluations were the basis for selecting the upper twenty

five percent of each class. During the school year these children participated in various enrichment programs, and in after-school interest clubs led by selected instructors. The children were given intelligence, achievement, and sociometric tests, and their teachers filled out specially prepared "adjustment rating scales".

In order to evaluate the effectiveness of the program, children similar to those included in the enrichment programs were chosen and given achievement tests at the beginning and at the end of the project. During the summer vacation "enrichment camps" were organized for the experimental groups. Emphasis was placed on activities for improving skills in written and oral expression. With the beginning of the new school year, the children now attending the seventh grade continued to attend the after-school enrichment programs. As a result of the experience gained in the first year, some programs were modified or eliminated and new programs were developed. Emphasis was placed on a search for different approaches to the same enrichment goals. The children attended summer camps as described above during the summer of the second year of the project.

At the beginning of the eighth grade, as is customary in all Israeli schools, the children took the National Scholastic Merit Tests (Seker) and vocational guidance tests. In the course of the year, achievement, intelligence, and sociometric tests were administered to the children who had participated in the two-year enrichment program and to the control group selected at the beginning of the experiment.

In accordance with the results of

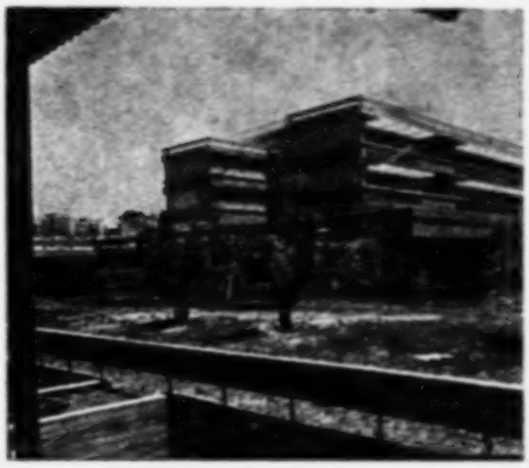
the tests administered, the children were guided to appropriate secondary schools. One of the conclusions of the study was that it is possible to raise the level of success in intelligence tests at the end of adolescence and thus increase the number of prospective secondary school students. It was also found that it is possible to gain the active cooperation of parents from the lower strata of the population without first changing their cultural patterns at home. Because of the excellent results achieved, the program has been adapted by the Ministry of Education and Culture as part of its operating program for the culturally disadvantaged child.*

10. Selection and Evaluation Procedures for Culturally Deprived, Gifted Children.

This project, designed by Dr. Joseph Levin, assisted by David Nevo (Schiffenbauer), is concerned with selection procedures for promotive programs in secondary education. Data collected by Tamar Kook include test scores of a battery of eleven tests. Committee ratings must be investigated and an optimal sub-set of tesst is needed to reduce testing time without substantial loss of validity. The calculations involve application of formulas for correction of restricted range and for selection of an optimal sub-battery. A cross-validation study remains to be completed and will be done by the end of the next school year.

11. Identification of promising students from socio-economically underdeveloped strata and a follow-up of their development in promotive frameworks in secondary schools.

A demonstration project was begun in 1960 through the initiative of the Institute to provide optional learning conditions for a group of promising students from under-privileged families. The children are housed in a special dormitory at the school to



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* A more detailed report of this study was published in the February 1966 edition of "Megamot" (an English abstract is included).

ensure that environmental conditions will not interfere with their studies. The course of studies in academic and college preparatory.

Funds were given by the Cooperative Research Branch, U.S. Office of Education to the Szold Institute to enable us to determine the success of the project and to investigate the theoretical and practical problems involved. The adjustment and success of the children in the enrichment program were compared to the adjustment and success of culturally deprived children enrolled in regular high school programs. Among the factors measured for both groups were: drop-out rate; attitudes and occupational choice; personal adjustment as indicated by ratings of instructors, open-ended interviews with a clinical psychologist, and socio-metric questionnaires; success on the matriculation examinations; pre- and post-treatment measures of intelligence and achievement in school subjects; and performance in school as measured by school marks and the ratings of teachers.

A preliminary finding is that, of the first group of disadvantaged children participating in this program, 92.3% passed the national matriculation examination. Of the advantaged classmates, not living at the school, only 86.4% passed this examination. The results of the project were encouraging enough to expand the boarding school program.

The second stage of the project began in 1965 when new groups of students were enrolled in the special high-school program. More groups are included in this study and special measurement tools developed in the first stage of the project will allow a more comprehensive study of the students involved. In addition to the measures made in stage one, parents of the children are being interviewed. The project will be completed when the second group of students finishes the four-year high school program.

This study is directed by Prof. M. Smilansky. David Nevo (Schiffenbauer) is the assistant, and S. Marbach, of the Ministry of Education and Culture, served as consultant to the project.

12. A Study of Attitudes and Values

of Culturally Deprived, but Gifted Children Currently Enrolled in a Special High School.

This project, which is part of the previous comprehensive study, investigates the attitudes and values of culturally deprived, gifted children enrolled in the special high school programs. The development and changes in attitudes of these children (during their enrollment in the school) are the subject of a longitudinal study which will include a comparison with control groups. This sub-project is directed by Prof. M. Smilansky, assisted by David Nevo (Schiffenbauer). Dr. Joseph Levin is the statistical and methodological consultant.

EVALUATIVE STUDIES

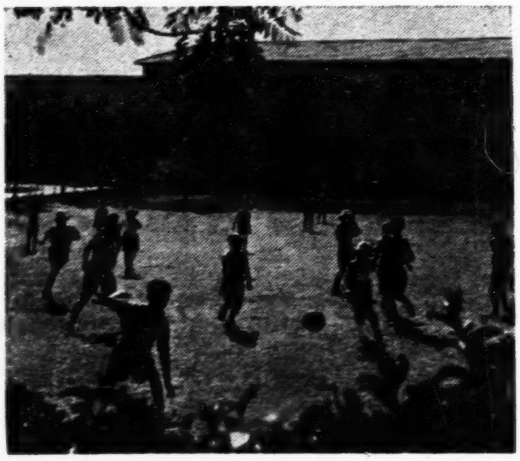
The following group of studies is concerned with evaluating various aspects of the Israeli educational system. The information collected in these studies is being utilized by the Ministry of Education and Culture to improve existing programs and to help in the planning of new educational services.

The Szold Institute is particularly well situated to conduct this type of study as the long history of cooperation between the Institute and the Ministry of Education and Culture has helped to establish a close working relationship. At the same time, the Institute, being an independant body, can be more objective in determining the success of the programs than if the evaluation was done by these who are responsible for the implementation of the programs.

13. The Extended School Day.

An extended school day program was initiated by the Ministry of Education and Culture to meet the special needs of immigrant children or children from lower socio-economic classes. In practice, the school week is lengthened on the average by an additional seven to eleven hours—depending upon the age of the child. The extra hours of school are used for supervised individual study, additional subject hours and individual tutoring, and extra-curricular activities.

A study of the extended school day program was begun in the fall of 1965. The purpose of the preliminary investigation was to gather statistical information which might aid in describing how the extended school day program operates. The problem was approached from several points of view. (1) An examination assessing achievement in vocabulary and arithmetic was administered at the beginning and at the end of the school year. This test was given to a sample of third grade classes and a group of fifth grade classes. The experimental group was defined here as those children who had participated in the extended school day program during the past three years. For purposes of comparison a group of children in both the third grade and the fifth grade were drawn from the culturally disadvantaged school population. (2) Information was gathered from the files of the Ministry of Education regarding the teachers and principals of the school in which the extended school day program was in use. Information was collected concerning the number of years of experience the teachers had in teaching, the number of years the principals had been in the particular school, the place of residence of the faculty and administration (in the same neighborhood as the school or not), etc. (3) A questionnaire was sent to the principals of all the schools involved in the program asking their opinions about the administrative problems relating to the program, the value of various specific aspects of the program and other general or specific problems which exist relative to the operation of the extended school day program. (4) Information was obtained about the curriculum and the progress of the classes and individual students within the classes. (5) Observations were made in the classes of the above-mentioned sample to ascertain to what extent the pupils were trained to work independently and to cooperate in group activities.



This project was conducted by Naomi Glickstein and Yosef Yam of the Szold Institute. The Ministry of Education and Culture financed and cooperated in the project. The results of the preliminary study pointed to the need to identify various patterns of the extended school day in the schools of the newly developed immigrant settlements.

This research is being extended by Dr. Rafael Lewy, who has worked out a comprehensive proposal to measure the effectiveness of the extended school day which, by now, has been introduced into 2700 classes all over the country. Moshe Forti is his assistant.

The present task is to enlarge the first phase of investigation taking into account:

(a) the fact that some schools might not have implemented the program as it was intended.

(b) the possibility that the results become evident only at later phases of primary education.

(c) the possibility that the achievement measures might not be sensitive enough to detect changes over the short period of time (one year).

(d) the possibility that there are other aspects besides achievement which must be taken into account.

The literature regarding culturally deprived children and the respective cultural and educational problems has been surveyed. As a result, it has been decided to base the second phase of the "extended school day" investigation on the following principles: (A) measurement of motivation, (B) measurement of integration, (C) sociometry, (D) achievement in language and arithmetic, (E) teachers' attitudes, (F) parents' attitudes, and (G) truancy rate.

The rationals on which this proposal is based is:

(a) Intensified tutoring, instruction and individual treatment of children increases academic motivation.

(b) Increased opportunity of pupil-teacher interaction improves social and personal integration.

(c) Extended school services improve parental attitudes toward education in general, and toward the school in particular, which in turn influences the child's level of aspiration and achievement.

(d) Extending school services increase the "holding power" of the school.

(e) Failures to attain educational goals may be partly explained by teachers' attitudes toward culturally deprived children and toward the "extended school day" program.

(f) Significant achievement differences will be easier to determine the longer the program is in operation.

The research will be a longitudinal multilevel project starting at the fourth grade. The children will be followed through the eighth grade. Two experimentally manipulated groups will be given programs emphasizing each of the two major aspects of the extended school day program. One group will receive a program stressing social-developmental and extra curricular activities under assumptions b, c, and d outlined above. The second group will devote the extra hours to study and instruction in subject matters which are an extension of the regular formal curriculum.

A third group—not participating in the extended school day—will be used as a control group. Furthermore, groups will be divided according to type of settlement and type of school.

Tests will be given at one year intervals. Analysis of the data will take into account socio-economic status and intelligence. The duration of the investigation will be five years.

14. Ability Grouping

Perhaps the most sweeping and imaginative effort initiated by the Ministry of Education and Culture to meet the challenge posed by the increasingly large number of culturally deprived children in the elementary schools is the ability grouping project. Children in grades 6 through 8 are assigned to one of three classes most appropriate to their level of attainment and intellectual potential, for English, arithmetic and Hebrew classes only. Introduced over the last four years, the "Hakbatza"—a variant of homogeneous ability grouping—now exists in over 400 elementary schools.

A preliminary study has been conducted in which differences in the achievement of sixth and seventh graders in Hebrew and arithmetic were scrutinized. During this phase, a battery of tests was adopted and standardized. In preparation for an expanded study, socio-cultural factors and attitudinal measures which might conceivably influence achievement were examined.

On the basis of this early trial, a proliferated project has been designed which will take into account the ef-

fects of ability grouping, not only on achievement, but on social adjustment, self-perception, and classroom climate as well. The Institute has been sensitive to the desire of the Ministry of Education and Culture to analyze and evaluate social and personal consequences of differential pupil placement in addition to its contribution to cognitive advancement.

Dr. Don Well, as principal investigator of the study, has benefited from the exploratory work implemented under the direction of Dr. Raphael Lewy with the assistance of Moshe Forti. An additional resource is the consultative service rendered by Dr. Arieh Lewy in his capacity as advisor for research matters to the officials of the Ministry.

Major objectives of the study are:

(a) to evaluate the grouping program under actual and optimal field conditions; and

(b) to examine the relative contributions of limited class size and homogeneity of classroom composition on the aforementioned categories of variables, i.e.:

1. growth in achievement and ability in the designated subject areas;
2. social and group integration, measured principally by sociometric techniques;
3. individual adjustment and self-evaluation as defined by a self-perception inventory; and
4. the quality of teacher-pupil interaction, data to be gathered in the main by observation of class proceedings and interpreted in terms of classroom climate.

Four classroom settings will be compared: (a) the small, homogeneous class; (b) the small, heterogeneous class; (c) the large, homogeneous class; and (d) the large, heterogeneous class.

Thus, in summary, the study is experimental and longitudinal. Duration of the project will be five years with interim reports issued at annual intervals.

15. Achievement Tests and Survey of Achievement in Elementary Schools.

The Ministry of Education and Culture, which has financed this project together with the Office of Education of the U. S. Department of Health. Education and Welfare, has requested that the Institute prepare a battery of diagnostic achievement tests for the elementary schools. This request was motivated by several considerations. First, for many years the schools have been working according to a detailed official curriculum designed by the Ministry and obligatory in all regular elementary schools. The effectiveness of this curriculum and the extent to which it is actually implemented as designed in the schools have not been evaluated. Secondly, the Ministry wishes to provide the teachers with an objective and efficient tool for measuring the results of their work. Thirdly, the great heterogeneity within the pupil population—which results from the mass immigration of families from countries of widely differing cultural patterns—and the presumed diffferences in the level of schools in different types of localities, as well as the problems stemming from the need to train thousands of teachers for a rapidly and constantly enlarging educational network, make necessary an objective evaluation of the elementary school's work and problems.

Dr. S. Smilansky and Shalom Zirlin of this Institute, together with Professor A. L. Guttman of the Israel Institute of Applied Social Research, prepared diagnostic achievement tests for the following subjects and grades: reading, language and arithmetic for the sixth and eighth grades; English for the eighth grade; and geography of Israel for the sixth grade.

Because of the heterogeneity of the pupil population, the sample include from ten to twelve thousand pupils in each grade level. The pupils were also given verbal and non-verbal intelligence tests. The data have been processed and the results have been submitted to the Ministry of Education and Welfare. The tests and a special guide for administration and evaluation have been distributed to supervisors of elementary schools for diagnostic purposes.

16. Assessment Instrument for Post-elementary Schools.—A Battery of Tests for General Educational Development.

This study, as well as the following one is concerned with the evaluation of achievement and the development of indices for selecting pupils at the secondary school level. These studies are being directed by Dr. Joseph Levin of the Szold Institute and Joseph Bentwich of the Ministry of Education & Culture. Dalit Ormion was the project's assistant. The study is financed by the United States Office of Education. A battery of six tests is now in th final stage of preparation. The battery includes achievement tests (English and mathematics) and tests of general educational development (science, social studies, reading comprehension of social studies material and reading comprehension of literature).

At present an item analysis of pretest data has been completed. The second stage of the project consists of a re-evaluation of reliability, construction of norms and collection of validation data. Normative data are being compiled and preliminary validation data will soon be available. Systematic validation and cross validation will require a long-term follow-up study.

17. Post-elementary Education of Children born in 1947.

This survey will include all types of post-elementary education, including vocational schools and the occupational choices of school drop-outs. The objectives of the research are:

1) to collect data for the construction of educational expectancy tables for various types of schools including schools of vocational training;
2) to collect data for estimating the supply of manpower in various occupations;
3) to analyze the data in terms of geographical region, and types of settlement (urban, rural) in order to improve the precision of the predictions to supply data for school planning;
4) to investigate geographical mobility and occupational change;
5) to analyze the data in terms of the following variables:

   (a) parents' country of origin, (b) father's occupation, (c) father's and mother's education, (d) economic level of the family, (e) size of family, (f) sex of the subject, (g) subject's score on the National Scholastic Aptitude Test (Seker), (h) level of economic, occupational and educational aspirations, (i) attitudes to school, education and work, (j) the role of vocational guidance institutions.

Analysis of these variables will be employed to determine the factors affecting scholastic attainment and vocational choice. The sample includes 8,000 youngsters. Background data for each child is available from the National Scholastic Merit Examination ("Seker") records. Additional background data as well as data concerning post-elementary education or work will be obtained from a mailed questionnaire. A return rate of 80–85 percent is expected.

This investigation is, in part, a replication of a previous study. However, the current project is wider in scope and includes additional variables. The results will provide information for educational planning, building educational facilities and determining policies regarding vocational training. A partial solution to the problem of school dropouts may be the development of educational facilities adapted to the abilities and needs of the pupils; this will also elevate the general level of education. The proposed survey will supply relevant information for these purposes.

This study, which is being directed by Dr. Joseph Levin of the Institute, assisted by Naomi Doron, has just begun. The anticipated date of completion is 1968.

18. Indices for Selection of Programs in Secondary Education.

This study, which is to be conducted by Dr. Joseph Levin, assisted by Naomi Doron, will investigate some social and psychological factors related to scholastic achievement, school failure, program choices and vocational decisions. The factors to be studied are family background, social environment, values, attitudes, personality dynamics, and their influences on the above variables. Information will be gathered through questionnaires, and during structured interviews conducted with children, their parents, teachers, and employers. Data concerning each geographical region will be obtained from municipalities, the Ministry of Labor and the Central Bureau of Statistics. In order to facilitate cross cultural comparisons as well as to provide information relevant to educational policy and planning in Israel, the schedule developed by B. S. Bloom, et al. will be utilized for the parents' interviews. This schedule includes the following variables:

1) Standard information data (parents' occupations, number of children, etc.);
2) achievement press;
3) language models;
4) academic guidance;
5) activeness of the family;
6) intellectuality in the home;
7) work habits in the family.

The following variables will be added:

8) economic aspects;
9) attitudes toward scholastic achievement and occupational activity;
10) social values related to social obligations and to adjustment to a society in transition (e.g. expressions of hostility, withdrawal, identification with institutions, etc.);
11) aspects of family relationships (location of authority), types of discipline used in the family, kinds and frequency of rewards.

19. Training in Vocational Schools and Demands of Modern Technology.

The aims of this project are: to evaluate the curriculum of vocational training schools; compare it to present, and forecasted industrial demands; to determine what kinds of trades are now required by industry; and to determine what the future industrial needs for workers will be. Consultants to the project have been drawn from industry, education, and industrial sociology. The objective of the study is to determine what modifications in vocational training are necessary to provide workers who are adequately prepared for their jobs and at the same time so trained that during the course of their working life they will be able to accept and utilize further training in order to keep apace with technological advances.

This study, is directed by Rina Doron of the Institute and Alexander Liederer, Eng. is consultant. It is financed by the U.S. Office of Education, and is being conducted in several stages.

For stage one the research tools are being prepared and experts in industry and vocational education are being consulted in order to define educational objectives of vocational school curriculum for the metal, mechanical, and electrical trades. For ensuing stages information is being gathered from job descriptions currently in use in technologically developed countries in order to determine the information and training necessary for performing various industrial jobs. This information is used as the basis for a questionnaire which is administered to industrial engineers to determine the relevancy of certain educational objectives and the kind of knowledge needed to perform specific jobs.

The information gathered in this study will be used to make recommendations regarding vocational curriculum needs in light of current and projected industrial demands.

20. Conformity and Non-Conformity of Girls to Religious Standards.

The Institute was requested, by the Ministry of Education and Culture, to investigate the factors which influence religious self-image of girls who attend state religious schools. In contrast to other schools, the religious school provides additional time for teaching religious topics, and through the provision of an appropriate atmosphere, tries to strengthen the religious attitudes and values of its students.

This investigation, conducted by Sam Rackover, Yoel Yinon, and Rifka Arad, is now in its pilot stage. The conformity to, or deviation from the standards set by the home and school is being studied. To determine the reasons for such behavior the religious values, observances, and self-versus -other-images of the girls are being collected and analyzed. Data on the influences of school, home, friends as well as socialization and the girls' behavior are being gathered through questionnaires and structured interviews with the teachers, the girls and their mothers. Consistancies and discrepancies between the variables and sources of information are being sought.

To date, data has been collected in two age groups: 13–14 and 17–18 years of age, and analysis of the results is proceeding.

INFORMAL EDUCATION

It is the opinion of the members of this Institute that the process of education takes place not only in the classroom or in formal educational frameworks, but can take place in all places and at all times, and at all ages. This broad interpretation of the area of educational research has lead to the development and implementation of an interdisciplinary approach in our researches as well as investigations of many and various aspects of life in our society. While not all of the studies in this section are directly applied, they all have the goal of eventually helping to solve the problems facing us today.

21. Youth Program Study.

A comprehensive study of informal education in Israel, with special emphasis on the Gadna Youth Corps Program (a semi-military organization), was begun in 1964. It is being directed by Professor J. W. Eaton of the University of Pittsburgh School of Social Work in cooperation with Michael Chen of the Szold Institute. The aim is to identify leadership techniques employed to help adolescents learn adult roles. Youth movements, "Gadna", "Chinuch Mashlim" and other programs were examined to discover how they approach important learning problems of adolescence, such as the acquisition of work habits, leisure time skills and preparation for national service. Included in the study were youngsters who left high school, who were delinquent, or who tended to rebel against the "old ways" of their parents. Special attention was given to leadership selection and training. The findings will be analyzed with reference to comparable problems in the United States.

Two basic questionnaires were constructed. One was administered to all the instructors of such programs in the country; the other to three samples of youths: those undergoing leadership training courses of the "Gadna"; a sample of adolescents in Holon (a middle-sized city); and children of families "known" to the Department of Social Welfare.

The youth leaders' questionnaires included descriptive data about the level of education, the participation of the instructors in "Gadna" and youth movements, and the conditions of their work, such as the number of hours per week and whether their work is voluntary or paid. Attitudes of the instructors about their own training were also investigated. Instructors were questioned about their reactions to various social problems which arise in groups, e.g. the action to be taken about a member who had been apprehended in a theft. The instructors also were asked to discuss difficulties and satisfaction in their work along with their future career plans. The questionaire to youths dealt with their experience in youth movements, "Gadna", career plans and related attitudes.

The field research phase was assisted by Dalith Ormian and Chana Wiener. A special study of training programs for youth leaders was conducted by Nundi Israeli. The statistical analysis and interpretation of the results is now in process at the University of Pittsburgh.

22. Youth Culture in a Middle-sized Israeli Urban Community (Holon).

Michael Chen conducted this study and Professor Eaton was consultant to the project. Funds were provided by the "G. Yosphtal Foundation" of Israel. The various manifestations of youth culture were investigated in the previously mentioned informal organizations, but from the standpoint of the factors which differentiate the members of each group from the members of other organizations, and the active from the non-active members and non-members. The educational impact of the different frameworks upon their members was also studied.

All the previously collected information was made available and additional information was gathered on the social background, future plans, educational experiences and achievement as well as "social activities" of all graduates of elementary schools in Holon in 1963. Their subsequent activities were ascertained through 1966 when additional information was collected on their educational experiences, social habits and attitudes, modified plans for the future as well as their value orientations and political opinions.

The data is now being analyzed and the report will be published next year.

23. A Study of Drop-outs from the Youth Aliyah "Mechinot" Program.

The Youth Aliyah Department of the Jewish Agency operates an educational program for young immigrants.

Those 13 and 14 years olds from the lowest socio-economic and cultural levels who joined the program in 1961, were sent to a special course at Ramat Hadassah. Those who were found to be severely retarded in their school work (but not mentally retarded), as well as socially maladjusted, participated in special classes whose purpose was to bring the group to an equal level of achievement. They then continued their education in a work-and-study program in a Kibbutz.

Professor Martin Wolins, of the University of California, Berkeley, investigated this group as part of an international cross-cultural study of boys and girls being educated in boarding schools. The Szold Institute collected the data for this study while simultaneously gathering information on the children who left the program. This was done at the request of the Jewish Agency, which was interested in finding: the causes of the dropping out; the academic, social and economic fate of the drop-outs; and their attitudes and values. The effectiveness of the program will be evaluated through the comparison of the two groups—those that remain-Professor Wolin's study, and those that leave—our study.

The data for both groups includes intelligence tests, Thematic Apperception, value questionnaires and interviews. Analysis of the information collected is proceeding in both Jerusalem and California. Dr. Chanan Rapaport, Rifka Arad and Tamar Kook are responsible for this end of the research.

24. Deviant and Criminal Behavior of Children Below the Age of Nine.

Criminal responsibility in Israel begin at age nine; below this age the child is not legally accountable for anything which he may do. At the age of nine he comes under the responsibility of the Juvenile Court and a special arm of the Ministry of Welfare—the Juvenile Probation Service, where again there are rigorous restrictions on the treatments they can apply.

At the request of the National Committee for Control and Prevention of Delinquency and the Ministry of Welfare, the Institute undertook to ascertain and delineate the causes and severity of deviant behavior of children under the age of legal responsibility. Dr. Menachem Amir, the criminologist directing this project, with the assistance of David Nevo, conducted a preliminary survey of the extent of recidivism of children whose first offense was committed before the age of nine; this was restricted to a group of children in the Jerusalem area. Statistical analysis of the data showed that among those who had been apprehended for some criminal offense before the age of legal responsibility, about 40 percent were known to have continued

to commit offenses after the age of nine. However, if we assume that not all criminal behavior is recorded in the police files and that not all early offenders are apprehended in their later criminal acts, then the extent of recidivism increases quite considerably.

The analysis of the types of offenses committed by these children indicated that ninety percent of the offenses committed by this group were offenses against property. The conclusion reached on the basis of the data from the preliminary study is that even at an early age there is a pattern to the delinquent behavior of children which tends to continue with consistency in terms of the type of offense.

It was decided to extend the survey to cover the nation; the police files of all children eight years of age or younger, who committed offenses in 1965 were collected and analyzed by Dr. Amir with the assistance of David Max. This, the first study of its kind in the world, will provide the basis of a longitudinal investigation.

The information collected this year is being analyzed to determine the type of offense and how it is related to family background, place of residence, and other relevant data found in the files.

Additional data has been collected from the Juvenile Probation Service on a sample of the children who were also registered there. This will provide preliminary information for an intensive medical and psychological investigation of child offenders.

25. Predicting Juvenile Delinquency.

Early identification and treatment of delinquent tendencies and delinquency-producing situations permits the design and execution of realistic control and treatment efforts. Screening methods, utilized by trained personnel in the school, could select those children in need of help and direct them to the appropriate treatment program. Referral would be made to those agencies which would assume responsibility for the various aspects of the delinquency-control program. The resulting coordination of services would ensure the efficient use of both professional personnel and money.

The present study constitutes an attempt to determine if the Glueck

Social Prediction Table expanded and adapted to Israel is applicable to a population of Israeli boys. If so, it will provide a valuable diagnostic tool and will identify the family and extra-familiar situation that produce maladjustment which may be expressed as juvenile delinquency. Selma Glick of New York University is consultant, and the project will be under the direct supervision of Dr. Menachem Amir and in cooperation with Prof. Israel Drapkin, Head of the Institute of Criminology of the Hebrew University.

26. Pedophilia.

This criminological study investigated the characteristics of persons committing sex offenses against young girls (Pedophilia). The characteristics and reactions of their victims were also investigated along with the circumstances and the nature of the offense. The study is based on police files; all complaints of sex offenses, during 1965, against girls below the age of 15 were investigated. Consideration is being given to the comparison between those cases where the offender was apprehended and those instances where they were not caught.

This the first study of its kind in Israel, although there have been some case-study reports, and it was requested by the Ministry of Education to enable the development of educational preventive programs for the school system. The project was initiated by Dr. Menachem Amir and was carried out under his direction.

27. Community Action Programs.

On the basis of an intensive study of delinquency in Israel and abroad, and of the literature dealing with its control and prevention, Dr. Menachem Amir prepared a community action program for the control and prevention of juvenile delinquency. The proposals will first be implemented in two communities in order to demonstrate their effectiveness. The major objectives are: to institute a commu-

nity organization in the target localities that will gain the support and active participation of the local residents; and to integrate and then evaluate the efficacy of the various services, including treatment programs, which are aimed at meeting the individual and collective needs of children and youth.

In the first stage of this three year project a series of ecological and demographic surveys will be executed to locate target localities and populations, and will provide the base against which the effectiveness of proposals can be measured. Further, they will enable the selection of appropriate structural arrangements which will be used to introduce and carry out the community wide program. Then the innovations will be put into effect.

Proposals are also directed toward pre-delinquents, first offenders, repeaters, serious offenders and the communities in which they live. A diagnostic unit will handle the children who are referred to them by the family, school, police, probation service, and other community organizations. This unit will diagnose the child's problem and refer him to the proper treatment program and make recommendations as to the legal disposition of the case. The local residents will be involved in planning and treating the cases so that they will become involved in the effort to improve their community. The maximization of community self-help activities is expected to develop a body of indigenous volunteer leadership.

Various activities will be planned to prevent deivient behavior through individual and group supportive therapy with problematic groups such as scholastically retarded children and their parents.

Immediate treatment will be given to the delinquents, especially the first offenders, to reduce the possibility of permanent negative consequences.

Disturbed children and recidivists will undergo a long term rehabilitation program.

The final phase of the project will be devoted to evaluating the various activities and will test the essential theme that a community wide program with coordination of services and a unitary goal, can attain effective programs to achieve common objectives.

28. Training of Mentally Retarded Children.

The Szold Institute called for the establishment of a day-center for trainable mentally retarded pre-school children in order to demonstrate the realization of intellectual and personal-social potential of these children. The two groups of twenty mentally retarded children currently enrolled in the program meet in special classrooms equipped to minimize the amount of distracting stimulation while at the same time, providing the opportunity for self-sufficient and independent play. A special feature of this program is the use of music and rhythmics to encourage better motor coordination, develop listening habits and increase the attention span.

Another innovation is the parent guidance therapy program whose purpose is to help the parents accept their children and to have them set reasonable standards of behavior for their children. Insight into and understanding of their child's potentialities and deficiencies are imparted so that the parents can participate in attaining the goal of the training program through their interaction with the child at home.

The staff and facilities of the project have been provided by the Jerusalem Association for Mentally Retarded Children, the Municipality of Jerusalem and the Ministries of Education and Welfare.

The research program which the Institute is to conduct will study the effects of the program on the rate and extent of development of the children involved in the program, the effects of the parents' participation on their acceptance of their children, and the influence of positive attitudes on the subsequent development of the children.

29. Guidance and Vocational Counselling.

At the request of the National Institute for Guidance and Vocational Counselling, Marcia Froimson of this Institute prepared a report of the literature in these fields. The report is a survey of representative research conducted in the past ten years in counselling and guidance. Topics covered include a definition of the field, descriptions of counselor characteristics, and a critical discussion of research findings concerning the role of the counselor and the counseling process. Studies of interactions between the objectives and motivations of the client and counselor's style are reported. A section of the report includes studies of the effectiveness of counseling in various settings and studies evaluating the goals of counseling and criteria used to determine effectiveness. The final section of the survey deals with counseling and occupational choice as it relates to the individual's readiness to make an occupational choice and the informational and motivational basis upon which such choices are made. In this connection some opinions regarding the effectiveness of selection techniques within the educational system are presented. In the summary, mention is made of critical reviews of re-

search methodology in the field of counseling and guidance. Major criticisms of counseling and guidance research are that it is frequently methodologically insignificant and that it is not directed towards providing practical solutions to problems in the field.

30. A Geostatistical Segregation Index.

This project by Joseph Yam is an attempt to solve some of the practical problems in geostatistics. In educational statistics one encounters many geostatistical series (i.e. series classified by one geographical variable at least), such as the distribution of pupils according to settlement and type of school. Several methods for analytical as well as detailed description of geostatistical series have been suggested, such as the Gini Concentration Index, the Potential Method, several segregation indices, standard distance, etc. While the latter seems inadequate, the former three methods have serious shortcomings; e.g. the Gini index is "variant under partition of the territory into regions", thus giving considerably different values for the same distribution, depending on the specific way one devides the relevant territory. In a previous paper* Joseph Yam suggested a demographic model which (1) yields a concentration index, and (2) suggests a modified "potential method" for detailed analysis; both are free from the shortcomings of the conventional methods. The research is continuing in order to construct a segregation index based on the very same model. An efficient IBM-7040 program enables rapid calculations at low cost. The segregation index, which is to measure the degree of concentration of a subpopulation relative to a given population has the following advantages, inter alia: (1) It has a demographic interpretation; (2) It is related to the Lorenz curve in economics and to the Cost-Utility approach; (3) It is "invariant under partition of territory into regions"; (4) It is well defined mathematically: (5) It is sensitive to the configuration under analysis.

No conventional method has all these advantages combined.

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* Research in Geostatistical Methods. M.A. Thesis, The Hebrew University, Jerusalem, 1966.

STUDIES IN THE PLANNING OR INITIAL STAGES

1. Teaching of reading and other methods of intellectual development in development of pre-school children.
2. Prejudice and stereotypes among ethnic groups in the school system; the influence on socialization and learning: in heterogenous vs. homogenous classes.
3. Irregular attendance in the school system.
4. The work of the teacher and psychologist within the school system and problems of communication between them.
5. Gymnastics and sports in the middle of the school day and its influence on class behavior.
6. The influence of equal environment upon children from "different" ethnic groups in the Kibbutz (a communal settlement).
7. Developing a battery of group tests for preventive work in mental health within the elementary and secondary school system.
8. A follow up study of graduates of vocational high schools.
9. The unattached youth, aged 14 to 18, who neither works nor studies.
10. Aspirations, schooling and school-leaving in secondary education.
11. In-service training of teachers: attitudes and aspirations.
12. Role identification of teachers and termination of their teaching careers.
13. Counseling in the employment bureaux, its validity and applicability.
14. The influence of bureaucratic institutions on economic entrepreneurs.
15. Expectations, frustrations and violence of citizens in a welfare state.
16. The theater: its use for speading social values.
17. Sport activities within a working framework (within a day's work) and its influence on human relations and productivity.

PUBLICATIONS OF THE SZOLD INSTITUTE

The Szold Institute edits and publishes a wide range of printed materials. At the professional level the Institute is responsible for the publication of **Megamot** the leading Israeli journal in education, psychology, and sociology. **Megamot** has been published consecutively since 1949. To date, 17 volumes have been published. The quarterly issues of this journal include summaries of research done by the Institute and other research agencies or individual workers, the critical papers in psychology, sociology, and education, and translations of relevant articles printed in foreign professional journals. The Institute also publishes in Hebrew original books and monographs or translations of works of professional interest.

In addition to professional publications the Institute publishes, in cooperation with the Ministry of Education and Culture, the following series of pamphlets intended to meet the needs of teachers and leaders of school clubs, community centers, and youth movements:

1. **Library for Complimentary Education.**

This series of pamphlets is edited to meet the needs of leaders of school clubs and community centers who have had no special training for their work. The material is generally of a practical nature with content geared to meet the interests of culturally deprived children who participate in these groups.

2. **Library for Social Education.**

This series of pamphlets is designed for the use of teachers in secondary schools who lead interest groups or provide supplementary education. The articles are of topical interests of a diverse nature—theater, music, fine arts, literature, and political, historical and social issues.

3. **Pro and Con.**

This is a bi-monthly magazine which provides material for citizenship educational programs in formal and informal educational settings. The format of this publication is similar to that of a newspaper or periodical. Each article is designed to show different aspects of, and different approaches to the issue under discussion. For each subject (internal policy, economics, art, youth problems, etc.) background information, questions, summaries, and points for discussion are provided for use in group discussion.

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Bowlby, J.: Separation from the Mother and Its Influence on the Child's Development (abridged translation of the report to W.H.O.), 1957.

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• **Feitelson, D.: Causes of Scholastic Failure in First Grade, 1953.**

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Gluckstein, Naomi and Yam, Joseph: The implementation of the Extended School-day Program in schools for culturally disadvantaged children (June 1966).

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• Slavson, S.R., Dawes, L.N., Bettleheim, B., Loosli-Usteri, M., Allen, F.H.: Psychotherapy with Children: Six Case Studies (translation of selected papers), 1954, 83 p.

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Smilansky, S.: Technical Report on the Countrywide Survey of Mentally Retarded Children, 1961.

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ADDENDUM TO PAGE 53

4. Youth Leader's Library.

This series of pamphelts is designed for the use of leaders in youth movements. It includes many types of publications: booklets about adolescence, psychology, delinquency and problems of youth; booklets designed to widen the leader's education and horizons; and practical material to help the leader in his actual activities with the children. The pamphlets deal with such diverse topics as camping, geography, decoration, music, history, art, Judaism, literature, philosophy, education, sociology and economics.

ADDENDUM TO PAGE 58

Due to omissions the list on page 58 is here reprinted:

YOUTH PUBLICATIONS

(Incorporating: The Youth Leader's Library, The Library for Complementary Education, and the Library for Social Education)

Education and Psychology

Chen, M. and Avisar, R.: The Group as an Education Framework, 1961, 42 p.
Cohen-Raz, R.: Emotional Development in Adolescence, 1962, 54 p.
Rose, A.: The Roots of Prejudice (transl.), 1961, 37 p.

Social and Youth Problems

Adereth, A.: The Pioneering Youth Movement, 1963, 72 p.
Adler, H.: The Youth Movement in Israeli Society, 1962, 84 p.
Ben-Yishay, B.: Leisure in our Society, 1962, 80 p.
Bokker, Ch.: The Youth Center, 1966, 95 p.
Eisenstadt, S.N.: The Peer Group, 1962, 27 p.
Eisenstadt, S.N. (ed.): Propaganda in Modern Society, 1962, 57 p.
Reifen, D.: Juvenile Courts and their Care of Delinquents, 1962, 48 p.
Singer, Z.: Economics for Everyman, 1963, 56 p.
Wortmann, D. and Chaitov, M.: The Technical Club, 1966, 47 p.
Yizraeli, D.: Youth Groups, 1967, 55 p.

Methods of Education and Learning

Kreisler, A.: Topics for Discussion, Vol. 1, 1963, 53 p.
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Kreisler, A.: Topics for Discussion, Vol. 3, 1964, 55 p.
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Samuels, J.: Group Work as a Vocation, 1961, 34 p.
Samuels, J.: Group Work: The Program, 1961, 48 p.
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Smilansky, M.: Conducting Discussion Groups, 1961, 43 p.
Tori, J.: How to Learn and How to Explain, 1961, 67 p.

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Adereth, A. (ed.): What is Man?, 1964, 115 p.
Bokker, Ch. (ed.): Talking of Stories, 1963, 59 p.
Even-Zohar, I: Studies in Literature, 1965, 85 p.
Kashtan, M.: The Young Generation as Reflected in its Poetry, 1965, 54 p.
Nir, R.: Education through Literature, 1962, 31 p.
Schechter, Z. (ed.): Jewish Holidays, 1965, 114 p.
Yegar, M. (ed.): Asian Stories, 1965, 87 p.
Zehavi, A. (ed.): An Hour of Stories, 1966, 114 p.
Zimran, D. (ed.): Stories for Young Children, 1965, 64 p.

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Gilad, K.: Directing One-Act Plays, 1965, 79 p.
Harnik, K.: Listening to Music, 1965, 70 p.
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Katz, M.: Understanding Music: Analysis of Selected Pieces, 1962, 33 p.
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Katz, M.: Understanding Music: Modern Music, 1966, 61 p.
Katz, M.: Music Appreciation, 1967, 207 p.
Mozes, G.: How to Explain Art?, 1965, 59 p.
Raviv, Z.: Theater Arts, 1966, 125 p.

Israel—Geography and History

Ben Israel, U. (ed.): Landscapes in Israel, 1966, 192 p.
Bonne, J.: The Water Development Project, 1961, 43 p.
Harel, M.: The Judean Desert and the Dead Sea, 1962, 30 p.

Harel, M.: Fortresses in Galilee, 1961, 63 p.
Livneh, M.: Journeys in the Negev, 1964, 112 p.
Shamush, A.: The Issiyim, the "Yachad" and the Kibbutz, 1964, 83 p.
Zaharony, M.: and Wagger, E.: Journeys in the Carmel, 1967, 164 p.

Camping and Decoration

Friedman, J.: From Play to Creation, 1964, 30 p.
Gaon, Y.: Decorating with Paper, 1964, 40 p.
Gilla, M.: Weaving Wicker Baskets, 1964, 69 p.
Harif, M.: Decorating the Clubhouse 1963, 63 p.
Kreisler, A. (ed.): Camping: An Introduction, 1961, 43 p.
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Weintraub, S. (ed.): Awakening Africa, 1963, 83 p.
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1) The Youth Detention House in New York.
2) Gelinet, H.: The Structure of Social Work in England, 1949.
3) Frankenstein, C., and Adar, L.: The Treatment of Maladjusted Children by the Jewish Board of Guardians in New York.
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B'AD V'NEGED (PRO AND CON)

* No. 1. — The Kurdish nationalist rebellion, The negro struggle in the United States, Oswald Rolfenshone (Brother Daniel) vs. the Ministery of the Interior, Beauty vs. Development (How to guard our scenic areas), The fight against hunger.

* No. 2. — The racial struggle in South Africa, Missionary education in Israel, Freedom of the press and the libel laws, Reform in the electoral procedures, Advertising, production and consumption.

No. 3. — Nuclear disarmament in the Middle East, The national water system, Selective immigration-pro and con, Popular songs (Cliff Richards and youth), School-organized excursions to other countries—pro and con, Corporal punishment in school—pro and con.

No. 4. — The kibbutz in 1964, A constitution for the State of Israel, Prison—punishment or education, German tourism in Israel, "Your life before that of your friend".

No. 5. — "The Deputy", The Pope and the Holocaust, The law of moshavim, Man on the moon, "Only for Adults"—censorship of films, Arabic or French.

No. 6. — Two nations in Cyprus, The computer vs. the thinking man, Mercy killings (Euthenesia), Negotiation and arbitration, Hitchhiking.

No. 7. — Israel and the developing countries, Internal dispersion of population in Israel, Co-existence in Vietnam, The Israeli film industry, Private lessons.

* No. 8. — The future of the Zionist Movement, Medical services in the outlying districts, Unity and division in the Arab world, Football, Abstract art.

No. 9. — The struggle between China and the U.S.S.R., The advancement of science and social values, Television in Israel, Teenage smoking.

No. 10. — The future of the U.N., The Jewish issue in the Vatican Council, Capital punishment, The national lottery, The Israel song festival.

No. 11. — The uniting of Europe, Desalinization of Sea water, Relations with Germany, On truth and falsehood.

No. 12. — Delinquency among the middle-class, Israel and the Common Market, Have the Jews learned from their history? "Detectives".

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No. 13. — Political parties in a democracy, The standard of living, Sabbath in Israel, What's funny, Voting at age eighteen.

No. 14. — One party governments in Africa, The India-Pakistan War, Wage policy, Change in the structure of the school system.

No. 15. — De Gaulle, White rule in Rhodesia, Representation of China in the U.N., Youth on the rampage, Youth movements—to the age of 25?

No. 16. — The war in Vietnam, Vocational education in a technological age, The passport law, Does Jewish art exist?

No. 17. — N.A.T.O., The emigrants from Israel, Ombudsman in Israel, Memorials.

No. 18. — Unemployment, The nationalist struggle of Communist Rumania, The "Beatniks", Israeli songs.

No. 19. — The image of Israel in the Arab consciousness, Pure vs. applied research, Matriculation examinations and certificates, The performance of the works of Wagner and Strauss.

No. 20. — The work of the Knesset (Parliament), Military rule in the Arab States, The economy and values, Little deceptions, Superstitions.

No. 21. — Russia in the Middle East, Life between two worlds, Censorship on literature.

No. 22. — Reprisal raids, The "Nachal" (military agriculturalists), Life with death, Wiretapping, Between science and culture.

No. 23. — The younger generation in Israel, The conflict in Aden and South Arabia, The neo-Nazis, The conquest of space, Lotteries and gambling.

MEGAMOT

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THEORY AND PHILOSOPHY OF EDUCATION

Adar, L., Citizenship Education (civics) in Israel, 5 (1), 1953, 3–17.

Adar, Z., Political Education and Progressive Education, 5 (2), 1954, 132–158.

Community Service in the Dalton School (abridged translated) 4 (3), 1953, 277–286.

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